**Text Response Assessment Criteria Year 9**

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|  | 4.75 | 5.00 | 5.25 | 5.50 | 5.75 |
| **Demonstrates knowledge of text by exploring ideas, themes and issues.** | Student has identified some ideas, themes and issues explored in the text and provided some supporting evidence to justify interpretations. | Student has identified and discussed some ideas, themes and issues. | Student’s response to the text shows understanding of the themes and issues in the text, as well as the characters, plot, setting and genre. | Student’s response to the text shows depth of reflection on themes and issues in the text, as well as the characters, plot, setting and genre. | Student’s response to the text shows a deep reflection on themes and issues in the text, as well as other textual features and structural elements of the novel. |
| **Produces a response exploring and analysing how meaning, messages and social values are conveyed.** | Student has responded in the form of an analytical essay, referring to the messages and social values evident in the novel. | Student has responded in the form of an analytical essay, discussing in some depth the messages and social values evident in the novel. | Student has responded in the form of an analytical essay, integrating complex ideas and a thorough understanding of the social implications embedded in the novel. The manner in which the author conveys these concepts is also referred to in the student’s text response. | Student has responded in the form of an analytical essay, including a discussion of the impact of aspects of the text; for example, the use of imagery and symbolism. The student produces a critical analysis as a response to the text. | Student response includes a discussion of the impact of aspects of the text; for example, the use of imagery and symbolism. The student produces a critical analysis as a response to the text and explores the social implications and messages embedded in the text. |
| **Justifies interpretation of texts that present challenging themes and issues** | Student shows the skills to infer meanings and messages in the text and analyse how social values or attitudes are conveyed. | Student shows inferential comprehension skills in the way he/she describes the characters or comments on how socio-cultural values and beliefs are presented in the text. | Student shows inferential comprehension skills in the way he/she describes the characters and comments in detail on how socio-cultural values and beliefs are presented in the text. | The student uses metalanguage to compare features of the chosen text to different kinds of other texts such as play scripts, films, etc. | The student uses metalanguage to explain how texts are shaped by the time, place and cultural setting in which they are created. |
| Planning **Creativity**  **Reflection, Evaluation and metacognition** | A comprehensive and sequential essay plan that demonstrates the ability to select and organise key ideas is provided. | Student has planned how to write a response that conveys complex ideas.  Uses creative strategies to deepen understanding. | Student has planned how to write a response that conveys complex ideas.  Uses a range of self-selected creative thinking strategies when engaging with complex ideas. | Student has planned writing to explore, speculate and reflect on complex themes and issues.  Uses creative thinking strategies, eg. seeking peer feedback, to address ambiguity and/or contentiousness in own or others ideas. | Student has planned writing to explore, speculate, critically analyse and reflect on complex themes and issues.  Uses creative thinking strategies, eg. seeking peer feedback, to address ambiguity and/or contentiousness in own or others ideas. Uses “rich” questions to probe thinking. |
| Introduction **Paragraphs TEEL**  **Conclusion** | The introduction clearly states a valid contention, title, author and setting. The key ideas, which will appear in the body of the essay, are concisely stated.  The essay has clear and detailed paragraphs which each deal with a separate idea. Evidence, in the form of examples and quotations, is provided and analysed. Clear links are made to the topic.  The conclusion gives a sense of logical and cohesive completion. | Student uses conventions for writing a response to the text: the introduction has a clear point of view on the chosen topic, the body paragraphs are structured using TEEL, examples and quotations are carefully chosen to support the point of view; the conclusion is logical and links the response to the topic; appropriate genre conventions have been used. | Student uses conventions for writing an analytical response to the text: the introduction has a clear point of view on the chosen topic, the body paragraphs are structured using TEEL, examples and quotations are carefully chosen to support the point of view and are adequately explained in context; the conclusion is logical and links the response to the topic; appropriate genre conventions have been used. | Student uses conventions for writing an analytical response to the text: the introduction has a clear point of view on the chosen topic, the body paragraphs are structured using TEEL, examples and quotations are carefully chosen to support the point of view and cohesively explained in context; the conclusion is logical and links the response to the topic; appropriate genre conventions have been used. | Student uses conventions for writing an analytical response to the text: the introduction has a clear point of view on the chosen topic, the body paragraphs are structured using TEEL, examples and quotations are carefully chosen to support the point of view and are coherently explained in context; the conclusion is logical and links the response to the topic; appropriate genre conventions have been used. |
| **Mechanics of language** | Complex spelling and punctuation is somewhat edited for clarity, coherence and consistency of style. | Complex spelling and punctuation is mostly edited effectively. Response is proof-read for audience appropriateness, clarity, cohesion and consistency of viewpoint. | Student shows control of subject-verb agreement, consistent use of correct punctuation at the end and within the sentences. Spelling is consistently correct. | Student shows control of subject-verb agreement, consistent use of correct punctuation within and at the end of sentences. Student evaluates the extent to which he/she has been effective in meeting the demands of purpose, audience and context in his/her writing. | Students write accurately punctuated, grammatically sound and complex sentences with embedded clauses and phrases. They are able to maximise the effects of rhythm and tone, and write with developing fluency. |
| **Expression** | The essay is written in the third person throughout. The writer makes consistent use of extended sentences and varied, formal vocabulary. | The writer makes consistent use of extended sentences and varied, formal vocabulary. | The writer makes consistent use of extended sentences, coherent paragraphs and appropriate vocabulary. | The writer makes consistent use of extended sentences, coherent paragraphs, appropriate vocabulary, varied punctuation; proofreading, revising and editing have been effectively used. | Student proofreads and edits his/her own writing for accuracy, consistency and clarity. |